

CHAPTER I

INTRODUCTION

A. Background of the Study

It is found in the content standard issued by the Institution of National Standard of Education (BSNP) that speaking competencies that should be achieved by the students of Junior High School, grade eight is to express meaning of oral functional text, and simple and short essay or monologue of descriptive, recount and narrative accurately, fluently and acceptable to communicate with the dweller. It means that the students should master genres such as that are descriptive, recount, narrative.

Genre Based Approach can help the learners improve communicative competence. Genre texts explain the kinds of text in each purpose and rhetorical structure. In this concept, the pattern of language use is to explain about tenses and sentence pattern. Using genre, the learners will be easier and directed to share the idea of text.

Genre Based Approach is a new approach in teaching English. Using Genre Based Approach in teaching English, the teacher applies two cycles namely oral and written cycle. The previous cycle is aimed to develop the ability to use oral language, while the latter is aimed to develop the written language. In oral cycle, the learners are expected to express their feeling or idea orally.

Pardiyono (2008: 2) defines genre as a type of text that has function as the frame of reference, so a text can be written and spoken effectively seen from the

right purpose, choosing and composing texts elements and also the right grammatical pattern use. It means that different text type involve distinctive knowledge and different sets of skills.

Genre-Based Approach in teaching speaking is concerned with how learners express their idea orally. The students have to identify the kind of genre text including the social function, the generic structures and the language features of each genre text. Then they have to find the ideas of text and the last they try to express their idea orally. The concept of genre enables teacher to look beyond content, composing purpose and textual forms to see speaking as attempt to communicate with audience to better understand the ways language patterns are used to accomplish coherent, purposeful prose.

The syllabus developed by the teacher in SMPN 03 Gondangrejo Karanganyar follows the competency formulated in the content standard issued by the Institution of National Standard of Education (BSNP) that there are three kinds of genre text which taught in eighth grade of Junior High School. The types are narrative, descriptive and recount text. Actually, the portion of learning English in Junior High School is sufficient. In SMPN 03 Gondangrejo Karanganyar, there are six hours in a week. Each hour consist of 40 minutes. It is significant time for English exposure. However, most of the student felt difficult in doing the excercises when the teacher commands them to do the excercises. Only a few students have good ability in English.

According to Hornby (1995: 826) speaking is making use words in an ordinary voice, uttering words, knowing and being able to use a language expressing one-self in words and making speech. Speaking can be defined as using the words and producing the sound to express ourselves either ideas, feeling, thought and needs orally in ordinary voice. There are five components to make fluent in producing speech, namely vocabulary, pronunciation, grammar, fluency and comprehension.

Genre-Based Approach is the new approach applied in teaching English. The English teacher in SMPN 03 Gondangrejo Karanganyar needs to improve the skill of the students in English especially in speaking skill. In this research the writer wants to know the implementation of teaching speaking skill using Genre-Based Approach. In this research, the writer conducts a research entitled : THE IMPLEMENTATION OF GENRE-BASED APPROACH ON SPEAKING SESSION OF EIGHTH GRADE OF THE STUDENTS AT SMPN 03 GONDANGREJO KARANGANYAR: AN ETHNOGRAPHY STUDY.

This research focuses on the implementation of teaching speaking done by the teacher that is based on Genre-Based Approach. It involves the teaching learning process that happens in the classroom.

B. Problem Statement

The main research problem of the study is “How is the implementation of Genre-Based Approach on speaking session of eighth grade of the students at SMPN 03 Gondangrejo Karanganyar ?”

To answer this problem, the writer raises subsidiary questions as follows :

1. How is the implementation of Genre-Based Approach on speaking session of eighth grade of the students at SMPN 03 Gondangrejo Karanganyar, includes: (a) the objective of learning, (b) the material used, (c) the syllabus, (d) the teacher roles, (e) the students roles, (f) the classroom procedure, (g) the lesson plan.
2. The problems faced by the teacher and the teachers' way to solve the problems.

C. Limitation of the Study

In order that this research is focused, the writer limits this research as follows:

1. The subjects of this research are limited to eighth grade students on the second semester at SMPN 03 Gondangrejo Karanganyar.
2. The object of the research is the teaching learning process on speaking skill by using Genre-Based Approach.

D. Objective of the Study

Based on the problem statement mentioned above, the writer formulates the objectives of the study to describe the implementation of Genre-Based Approach on speaking skill at SMPN 03 Gondangrejo, Karanganyar, especially on the material used, the syllabus, the teacher roles, the students roles, the classroom procedure, the lesson plan, the problems faced by the teacher and the teachers' way to solve the problems.

E. Benefit of the Study

1. Theoretical Benefits

- a. The result of the research can develop the method of teaching English as foreign language especially in speaking skill.
- b. The result of the research is used as the reference for those who want to conduct a research in the teaching speaking using Genre-Based Approach.

2. Practical Benefits

- a. This research will help the English teacher to get the variety of activities in teaching speaking skill using Genre-Based Approach in Junior High School.
- b. It will improve both teachers and students ability to solve their problem in mastering English especially in speaking skill.

F. Research Paper Organization

The organization of this research consists of five characters as follows:

Chapter I is introduction. It covers the background of the study, problem statements, limitation of the study, objectives of the study, benefit of the study, and research paper organization.

Chapter II presents related theories or concepts of underlying theories which covers previous study, the notion of genre, principle of genre, procedure of genre, type text of genre, the notion of speaking, the principle of teaching speaking, and the technique of teaching speaking.

Chapter III is research methods, it deals with the research method covering the type of research, data and data source, subject and object of the study, method of collecting data and technique of analyzing data.

Chapter IV is discussed the researcher implementation and the result of the study.

Chapter V draws conclusion and suggestions.